

# Childminder report

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Inspection date: 14 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder's home is safe, warm and welcoming. She uses self-reflection and takes ideas obtained from recent training to help her make meaningful changes to her provision. For example, she has made books more accessible to children so they can help themselves, which increases their opportunities for reading. Additionally, she has altered her learning environments, inside and outdoors, so they are rich in print and numbers. Furthermore, she works closely with parents to further encourage the number of stories and books children have access to at home. Consequently, minor gaps in children's literacy and communication and language development have closed. Children can recognise familiar letters, such as their own name, and are beginning to use mathematical concepts in their play. For example, they point out that a toy elephant has bigger feet than the toy giraffe.

The childminder has high expectations for all children. She knows each child very well and has built close and trusting relationships with them. Children spend a lot of time outside in all weathers. They particularly enjoy trips to the local field, park and heritage site. These outings help to support children's physical good health and develop their confidence away from the setting. There is scope for the childminder to further model expected rules and boundaries at mealtimes to help children develop their social skills even further. Additionally, more can be done to allow children more freedom of expression and time to follow through their own thoughts and ideas during planned activities.

## What does the early years setting do well and what does it need to do better?

- The enthusiastic childminder enjoys spending time with the children. She encourages them to make up their own stories and games. Children are articulate and have active imaginations. They pretend to be 'ghosts' and invite the childminder to be the 'giant'. Children provide a narrative for the game and allocate parts for their friends to join in. They excitedly tell the childminder she needs to shout 'fee-fi-fo-fum', then excitedly await her playful tickles.
- Children demonstrate confidence in new situations and have high levels of self-esteem. They eagerly speak to visitors and are excited to show off their favourite toys. Children are polite, helpful and say 'please' and 'thank you', without any prompts from the childminder.
- Overall, the childminder's interactions with children are positive. She helps children to widen their vocabulary by introducing new words, such as 'mix' and 'stir', as children experiment with paints. However, at times, the childminder's teaching is too directive and she intervenes too quickly. This means children do not have enough opportunities to follow their own thoughts and ideas and learn through trial and error.
- The childminder has effective observation and assessment procedures in place.

She uses what she knows about children to plan suitably challenging activities that support the next steps in their learning. Parents are kept up to date with the progress their children make by means of daily discussions and the use of an online application.

- The childminder ensures children have the skills to be ready for future learning and school. She works closely with early years teachers to develop her skills in teaching phonics. The childminder skilfully sounds out words for children. She encourages them to blend sounds to form familiar words, such as their own names. Children demonstrate this valuable learning as they recognise familiar letters in books and the environment. Children are beginning to write their names independently.
- Meals and snacks provided for children are healthy and nutritionally balanced. Children have a good understanding of hygiene practices and manage these independently most of the time. However, the childminder does not always encourage children to sit correctly at the table. Additionally, she uses this time to do other tasks, such as washing up. Therefore, those children who require more support with their behaviour become agitated and do not have a role model from which to learn and extend their developing social skills.
- The childminder attends all mandatory training and makes meaningful reflections of her setting. She works flexibly with parents and children to ensure their needs are met. She actively supports parents to be involved in the life of the setting and values their contributions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training. This helps her to keep up to date with any legislative changes. She takes on board new information provided. For example, she has used her updated knowledge to discuss issues such as online safety with the older children she cares for. The childminder fully understands her role and responsibilities to keep children safe. She regularly assesses her home and the outings she takes children on to ensure any potential risks are minimised. The childminder knows what to do should she have concerns about a child's welfare.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- provide more opportunities through planned activities for children to explore freely and follow their own thinking and ideas
- enhance teaching, particularly at mealtimes, to include more purposeful interactions that support children to extend their self-help and social skills even further.

## Setting details

<b>Unique reference number</b>	EY320499
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10071404
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 March 2015

## Information about this early years setting

The childminder registered in 2006 and lives in Astley, near Tyldesley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Donna Birch

### Inspection activities

- A learning walk was conducted with the childminder, during which the inspector discussed with the childminder how she organises her provision. The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder and the inspector took part in a joint observation of an activity.
- A meeting was held with the childminder. The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and that of other household members.
- The inspector spoke to the children throughout the inspection.
- The views of parents were considered by means of written statements provided on the day.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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